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**REVIEW OF
EDUCATION IN INDIA**

(1947-1961)

ANDHRA PRADESH



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**NATIONAL COUNCIL OF
EDUCATIONAL RESEARCH AND TRAINING
MINISTRY OF EDUCATION**

1961

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ANDHRA PRADESH



NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
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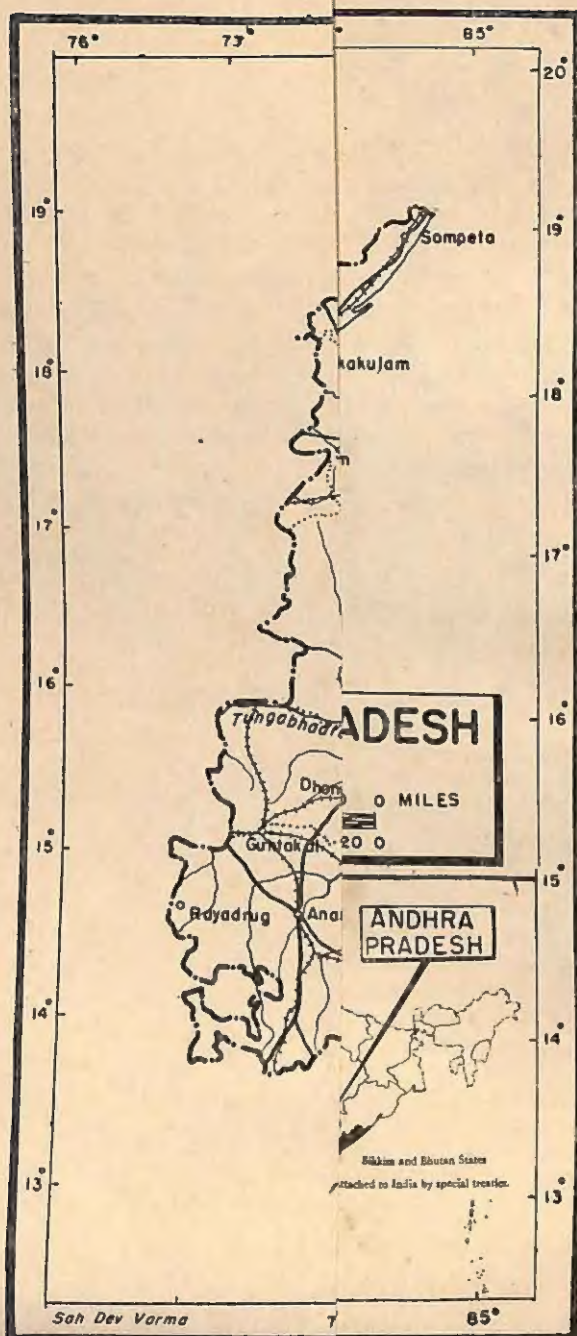
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ANDHRA PRADESH

1. GENERAL INFORMATION

The State of Andhra was brought into existence in 1953 by carving eleven districts out of the composite State of Madras. Most administrative offices of the new State functioned in Madras until 1955 when they were moved to Kurnool. The second reorganisation of the State took place after the linguistic division of the erstwhile Hyderabad State when nine of its Telugu-speaking districts, including the twin cities of Hyderabad and Secunderabad, were added to Andhra. The reorganised State was rechristened 'Andhra Pradesh' and its capital was moved from Kurnool to Hyderabad on November 1, 1956.

Andhra Pradesh has an area of 1,06,052 square miles and a population (according to the provisional figures of 1961 census) of 3,59,77,999 which gives a density of 339 per square mile. About 82 per cent of the population lives in villages which number 26,450 and 67.3 per cent of the population lives on agriculture. The main religious communities in the State are Hindus (275.74 lakhs), Muslims (24.13 lakhs) and Christians (12.34 lakhs)*. The Scheduled castes (45.47 lakhs) and Scheduled tribes (11.50 lakhs) form a sizeable portion of the State's population*. Economically and socially, these communities are still backward, though the younger generation, by virtue of increased educational facilities and numerous other concessions is making rapid progress. The traditional social order is slowly dying and a new one is taking its place. Child-marriages have practically disappeared and 'purdah' is fast becoming a thing of the past. Untouchability too is dying although rather slowly in the rural areas.

Andhra Pradesh is also making good industrial progress, the principal industries of the State being textiles, sugar, paper, cement, cigarettes, rice milling and vegetable oil. There are a number of small-scale industries and six industrial estates in the State. Most big industries are located in

*Figures refer to the 1951 census.

towns and cities and so, the urban population is increasing at a very rapid rate.

The principal local bodies in the old framework were the corporations and municipalities in urban areas and the district boards and village panchayats in rural areas. With the advent of democratic decentralisation, administration at the district and block levels has been vested in *Zilla Parishads* and *Panchayat Samitis* respectively. The latter look after elementary education, public health, communications and other developmental activities at block level while the former deal with secondary education and similar developmental activities at the district level. The main sources of revenue for these local bodies are house tax, professional tax, vehicle tax, education cess, and so on. But the bulk of their income consists of government grants.

Telugu is the regional language of the State while Urdu is spoken extensively in the capital city. Quite a large number of people in the Telangana area speak Hindi, Kannada and Marathi.

2. DEVELOPMENT OF EDUCATION BEFORE 1956

The tradition of learning in Andhra Pradesh is very old. The excavations in the Nagarjuna Sagar Valley have brought to light the remains of a university established by the scholar-saint, Nagarjuna, some 1,700 years ago. Besides this ancient seat of learning, there was a network of oriental institutions which trained *Pandits* in Telugu and Sanskrit and *Moulvis* in Persian and Arabic. Devotion to learning and propagation of spiritual ideals were the hallmarks of this old tradition. There are still a few institutions of this type in Vizianagaram, Tirupathi, Kurnool, Hyderabad and other places. Some of these are recognised and aided by the Government; but a large number function in obscurity, unaided and unrecognised. These schools cannot boast of trained teachers, standardised scales of pay, type-design buildings, modern equipment, and so on. Yet they contribute substantially to the preservation and dissemination of ancient culture.

The State of Andhra Pradesh, as was mentioned earlier, consists of two separate regions—the Andhra area and the Telangana area. In the Andhra area, pioneer efforts in

modern education were made by missionaries in the early years of the 19th century. State enterprise developed only after the creation of the Madras Education Department in 1855 and the establishment of the Madras University in 1857. Up to 1921, the emphasis in official policy was on the spread of secondary and higher education, and primary education was comparatively neglected. With the transfer of education to Indian control in 1921, greater attention began to be paid to mass education. Facilities for primary education were greatly expanded, and compulsory education was introduced in a number of urban and rural areas. In 1926, a separate university (called the Andhra University) was established; and by 1947, the Andhra region had become one of the educationally advanced parts of the country.

The story of education in the Telangana area (which came over from the former Hyderabad State) is very different. This area formed a part of the Nizam's dominions till 1948. It had a university of its own—the Osmania University established in 1917; but on the whole, the State spent very little on education. Judged either by the number of educational institutions or by the number of scholars in attendance, Telangana was one of the most backward areas of the country. Educational development in this area had to wait till the introduction of democratic administration in Hyderabad State in 1948. Substantial progress was made during the next eight years, *i.e.*, from 1948 to 1956, but in spite of the appreciable achievements of this period, the Telangana region continued to be a backward area, so much indeed that the equalisation of educational development in the two regions became one of the special problems facing the new State of Andhra Pradesh on its formation in 1956.

It is a pity that complete statistics regarding the development of education in Andhra Pradesh are not available. No data prior to 1953 are available for the Andhra region. For the Telangana region, the position is even worse and no data are available for the period before 1956. For the State as a whole, therefore, statistical data are available only from 1955-56.

3. PRIMARY EDUCATION

On the formation of Andhra State in 1953, the organisation and administration of primary education continued to be on the pattern of the composite Madras State and the distribution of schools by management was: 54.2 per cent by private managements, 38.5 per cent by local bodies and 7.2 per cent by the State Government. The aided schools were given a 'teaching grant' equal to the salaries of teachers and a maintenance grant amounting to 15 per cent of the annual teaching grant. In the Telangana area, most schools were run by the Government. As has been mentioned earlier, the Telangana area compared unfavourably with the Andhra region in primary as in the other branches of education. The total number of primary schools was small and the acute shortage of teachers (particularly those who knew the regional languages other than Urdu) kept the level of expansion low. But the two regions had one thing in common, namely, the introduction of compulsory education in a few selected areas on an experimental basis. Under the Madras Elementary Education Act, 1920, compulsion had been in force in a few Andhra districts; and in the Telangana region, the Hyderabad Compulsory Primary Education Act, 1952, was in operation in some selected areas in each district and in selected localities of the cities of Hyderabad and Secunderabad.

Reference must be made here to the experiment of the Modified Scheme of Elementary Education introduced in the composite Madras State in 1953. The main object of the scheme was to enrol additional children in the age group 6-12 without additional expenditure to the State, and to remedy the predominantly bookish character of the existing schools. For this purpose, the pupils in the school were divided into two batches, one batch attending the morning session on one day and the afternoon session on the next day, and so on alternately. Every batch was expected to participate, while not at school, in local crafts and other social and practical activities of the community. The scheme, however, ran into difficulties on a number of counts and had soon to be abandoned.

The Andhra Government appointed the Kuppuswamy

Committee in 1954 to suggest ways and means of improving the quality of elementary education without undue additional cost to the State. On one of the recommendations made by this committee, the State Government in 1956 started a campaign to take over all the aided elementary schools in the Andhra area. The scheme met with great success and almost all the aided schools that had been run for decades by private individuals and agencies were handed over to the Government voluntarily. These schools were transferred first to the control of the district boards and municipalities and, under the scheme of democratic decentralisation, to that of the *Zilla Parishads*, *Panchayat Samitis* and municipalities in November 1959.

Another far-reaching reform suggested by the Kuppaswamy Committee referred to the nationalisation of textbooks. This scheme was put through in 1957-58. The State appointed a special officer for this purpose. The textbooks in Telugu for classes I-V and in Mathematics, Science and Social Studies for class V have already been nationalised. The books for the other classes of the elementary schools, as also those of classes VI and IX, are proposed to be nationalised in the next few years.

An educational survey was conducted in the State in 1956-58 to ascertain the extent of additional educational facilities required at the primary and secondary stages. The findings of this survey have set the stage for the introduction of universal education in the third Plan.

In the first and second Plans, the State Government did its best to provide adequate buildings and equipment for the schools. With the advent of democratic decentralisation, primary education is expected to make further progress—quantitatively as well as qualitatively.

Steps have been taken recently to raise the salary scales of primary teachers.

An experimental scheme for the supply of midday meals in 20 selected *Samiti* blocks was implemented in 1959-60. Schools in five to ten villages in each of the 254 *Samiti* blocks are expected to have been brought under the scheme

in 1960-61, and the experiment is being continued during the third Plan.

Facilities for the training of teachers in the State have been increased considerably. Thirty new training schools were opened in 1959-60 and 17 in 1960-61. The system of part-time training for untrained teachers already in service is also being tried out as an experiment in six selected centres in Hyderabad and Secunderabad. Stipends at special rates have been sanctioned in order to attract a larger number of trainees. Schemes for the construction of buildings of training schools in Andhra and Telangana have been taken in hand.

A uniform curriculum and integrated syllabuses of studies were introduced in the State in 1958. The curriculum includes Languages, Mathematics, Science, Social Studies, Physical Training, Arts and Crafts, Moral Instruction and English (optional in higher elementary schools). The project for improving science teaching at the primary school level initiated by the State Government in 1957-58 deserves special mention. The scheme was started in two places, Kurnool and Hyderabad. A consultant and a field worker attached to a training college, conduct visits and guidance programmes in elementary schools within an area of 100 square miles. Among other things, the specialist staff arranges for demonstration lessons and displays of science equipment.

Regarding the general pattern of education, it has been decided that the first seven years of schooling will form an integrated course of elementary education. The elementary stage will be followed by four years of secondary education. The total period of elementary and secondary stages will thus come to 11, instead of 12 years, as at present. The new integrated course of elementary education will be fully introduced in all the schools of the State by 1965-66. It has been further decided that the basic and non-basic schools will have a common syllabus.

The expansion of primary education has, by and large, been quite satisfactory. By 1960-61, there were about 33,500 primary schools and the enrolment in classes I-V was expected to be 27.09 lakhs. In the third Plan, it is proposed to enrol about 20.81 lakhs of additional children and

to appoint 28,000 additional teachers. This will imply an overall target of 90 per cent enrolment in the age group 6-11. To introduce compulsory education effectively implies educated public opinion and public cooperation. In the years ahead, the Department proposes to go all out to create a favourable climate of opinion and to secure the fullest cooperation of the people of the State for compulsory primary education.

4. BASIC EDUCATION

As a result of the systematic efforts made for the development of basic education in the first and second Plans, the number of junior and senior basic schools has increased to 2,615 and 78 respectively. However, the introduction of compulsion in the third Plan will increase the number of non-basic schools and thus defer the conversion of all primary schools into the basic pattern. One important measure which the State Government has taken to meet this difficulty is the initiation of a programme of orientation of all elementary schools towards the basic pattern. It is expected to be completed by the end of 1961-62.

There is provision in every basic training school for a three-month course for re-training non-basic elementary and secondary teachers. The Post-Graduate Basic Training College, Pentapadu, also conducts a re-training course of five months' duration. It is the policy of the State to train all inspecting officers in basic education.

5. SECONDARY EDUCATION

The following table will show the progress of secondary education in the State.

		1955-56	1958-59	1959-60 (Estimated)	1960-61 (Estimated)
No. of Institutions	High Schools	687	915	945	959
	Higher Secondary Schools		33	46	54
	Multipurpose Schools	39	44	48	48
Pupils		1,81,451	1,75,717	1,81,217	1,86,889
Expenditure (Rs. in Lakhs)		274.80	362.46	386.85	412.89

It will be seen that 272 new high schools, 54 higher secondary and 9 multipurpose schools were opened and 75,977 additional pupils enrolled at the secondary stage during the past four years. Public enthusiasm for starting high schools by donating land and money has been greater than its solicitude for primary schools. High schools have sprung up in all sorts of places and quite a number can pride themselves neither on their buildings nor on their equipment. In the Andhra area, the largest number of high schools used to be run by the district boards while in Telangana, most of the schools were managed by the Government. Now all these schools (those in the municipal areas excepted) have been transferred to the control of the *Zilla Parishads*.

Training facilities for teachers of secondary schools are fairly adequate, although some expansion during the third Plan will still be necessary. There are five government training colleges, one private training college for women and two private colleges with training departments. Between them these institutions train about 700 teachers annually. Three training colleges offer courses leading to the Master's degree in Education. To meet the needs of higher secondary schools, each of the three universities in the State is conducting a short certificate course of three months' duration. It is now proposed to make it a one-year course.

Training courses for *Pandits* in Hindi and Telugu are conducted at Hyderabad and Rajahmundry. The extension service departments attached to four of the training colleges of the State conduct in-service training, seminars, and week-end courses. A State Educational and Vocational Guidance Bureau has also been started. Among other things, it trains counsellors, guidance officers and career masters for the upgraded high schools. To improve the standards of teaching in the upgraded high schools, a team of five subject inspectors has been appointed. These officers visit schools, give demonstration lessons and conduct seminars for teachers. The pay scales of all categories of secondary teachers have also been improved and made uniform.

Several measures have been introduced to improve the assessment of pupil performance. Cumulative records have

been introduced and a weightage of 25 marks has been provided for taking into account sessional work at the time of the public examination. In annual promotions, equal weightage is given to the class record and the annual examination. Objective type of questions have been introduced in both the external and internal examinations. The setting up of a State evaluation unit is now under consideration of the Government.

Integrated syllabuses for high schools and higher secondary schools have been prepared and introduced throughout the State. With the introduction of the new syllabuses, secondary education in the State is in a better position now to achieve the basic objectives of reorganisation. A number of schools have been converted into multipurpose schools. The main idea behind the diversification of secondary education has been to provide a greater variety of practical education for the vast majority of students who are not suited for higher education. It cannot be claimed as yet, however, that the main purpose of the reform has been met. On the one hand, the pace of conversion of high into higher secondary and multipurpose schools has been slow, owing mainly to shortage of funds and teachers; on the other, the working of the multipurpose schools has left much to be desired inasmuch as they have not fully met the needs of students who, at the end of the secondary school, wish to enter the working world.

6. UNIVERSITY EDUCATION

There are three universities in the State, the oldest being the Osmania University that, until 1950, employed Urdu as the medium of instruction. The Andhra University, Waltair, was incorporated in 1926; and the youngest is the Sri Venkateswara University started in 1954 in the renowned pilgrim centre, Tirupathi. All three are teaching-cum-affiliating universities.

The Osmania University had 16 colleges, 470 teachers and 7,600 pupils (1,640 girls) in 1948-49. In 1959-60, there were 39 colleges, 1,300 teachers and 18,800 students (6,250 girls). It has introduced the three-year degree and the General Education courses. All 23 degree colleges have adopted these courses.

One medical college at Kakinada and 12 degree colleges were affiliated to the Andhra University in 1947. By 1959, the number of university and affiliated colleges had increased to 36—26 in the Humanities and Sciences (including two having classes in Education), two in Education, three in Engineering and Technology, three in Medicine and one each in Law and Agriculture. The pre-university courses were started in 1957 and were followed by the three-year pass and four-year honours degree courses in 1958. The pre-professional course has also been started. Girls' enrolment in the affiliated colleges rose from 880 in 1958 to 2,098 in 1960 and in the university colleges from 77 in 1955 to 106 in 1957. With liberal aid from the University Grants Commission, hostels for girls have been constructed in the University College and in four of the affiliated colleges.

Shri Venkateswara University has 22 affiliated colleges with 799 teachers and 8,433 students (716 girls). It has also started the pre-university, the three-year degree and two-year post-graduate courses. With the starting of the pre-university and the three-year degree courses there was a sharp fall in the strength of colleges. Although the enrolment figures are again registering an upward trend, there is no overcrowding and the teacher pupil ratio has shown definite improvement. All the men's colleges are co-educational; the number of women's colleges has risen from two to six during the post-independence period.

With liberal financial assistance from the State, the Central Government, and the University Grants Commission, the universities have forged ahead in their developmental activities. The change in the pattern of university education has been the most outstanding qualitative achievement of recent years. There has been no serious or widespread indiscipline among students and standards of instruction and examination have been maintained at a high level. The main provisions in the third Plan will relate to the completion of the three-year degree course scheme and to the expansion of facilities for the teaching of science.

7. TECHNICAL EDUCATION

Technical institutions, which were under the control of three independent heads of departments in the erstwhile

Andhra State, were brought under the control of one department that was in existence in the erstwhile Hyderabad State and was called the 'Department of Technical Education and Training'. The Director of Technical Education is the Head of the Department.

There are 39 government institutions under the direct control of the Director of Technical Education—two engineering colleges, 13 government polytechnics, two mining institutes, one ceramic institute, nine industrial training institutes and 11 other vocational and fine arts institutions. Besides, there are 41 recognised aided institutions (including five polytechnics and one industrial training institute) run by local bodies and private agencies. In addition to the colleges directly under the Department of Technical Education, there are university engineering colleges at Hyderabad and Waltair which had 756 and 526 students respectively in 1959-60.

At the end of the second Plan, the number of engineering colleges, polytechnics and industrial institutes in the State was 8, 19 and 10 and the total intake capacity of the three types of institutions 1,060, 2,473 and 2,012 respectively. The Department of Technical Education has an ambitious programme of expansion. The more important schemes relate to the establishment of a government engineering college, several polytechnics, junior technical schools and industrial training institutes, introduction of post-graduate courses in government engineering colleges, construction of hostels for industrial training institutes and the upgrading of the Domestic Science Training College and the School of Music and Dance.

8. PROFESSIONAL EDUCATION

There are five government and two private medical colleges with a total intake of 850 (1959-60). In addition, facilities are available for the training of a number of categories of workers required for health and medical services such as health inspectors, pharmacists, nurses, auxiliary health workers, radiographers, etc. There is also a college of nursing with an intake capacity of 25. It was established in 1959 with the assistance of the Technical Cooperation Mission.

There are two agricultural colleges—the College of Agriculture at Bapatla with about 330 students (1957-58) and the College of Agriculture, Osmania University, with 297 students (1959-60).

There is also a veterinary college at Tirupathi with about 300 students on rolls (1959-60). To meet the acute shortage of veterinary graduates, a number of scholarships have been provided at the Osmania Veterinary College, Hyderabad, and the intake of the college has been increased. There are two veterinary schools, one at Vishakhapatnam and the other at Hyderabad, with 230 and 178 students respectively.

9. SOCIAL EDUCATION

Social education programmes are formulated and implemented under the joint auspices of the Education and Community Development Departments. To impart literacy to adults, there are adult schools generally run by teachers trained in adult literacy methods. Trained teachers are paid Rs. 16 while untrained teachers get Rs. 12 per month for this work. There is a government training school at Patamata for training teachers in adult education methods. In 1959-60, there were 1,765 adult education centres in which 35,541 adults were made literate. The Department also maintains two adult education mobile units with an audio-visual unit for intensive propaganda in adult education.

In the community development blocks, a number of social education centres are organised for literacy and other programmes. At block level, the social education organisers are concerned mainly with the post-literacy programmes, such as the running of adult education centres, youth clubs, *Mahila Mandals*, recreation and coaching centres etc. There are 287 social education organisers in the State, of whom 246 are trained. Four gazetted officers were trained in social education at the National Fundamental Education Centre, New Delhi, in 1958. It has been decided to train all the district educational officers in social education; the first batch of four officers has already been deputed to the National Centre at Delhi.

There is a janata college at Domakonda. It is a residential institution, which trains the village youth in the art of better living and prepares them for local leadership and community service. So far 184 youths have been trained in six batches.

In 1957, a scheme for the production of purposeful literature for neo-literates was undertaken and so far 42 books have been brought out.

There is a fairly well developed library service in the State as the following statistics will bear out.

State Central Library	...	1
State Regional Library	..	1
District Libraries	..	850
Number of Volumes in		
District Libraries		8,00,000
Circulation		63,05,588
Current Expenditure	Rs. 6,15,650	(approx.)

10. GIRLS' EDUCATION

The following table shows the enrolment of girls at the primary and secondary levels.

	Estimated strength in	
	1955-56	1960-61
Classes I to V	8,54,669	10,79,458
Classes VI to VIII	61,152	81,523
Classes IX to XI	21,755	28,150

Mixed educational institutions are popular at all levels. Parental indifference to girls' education is gradually waning. In the rural areas, girls are still kept at home to help their parents. Many girls who have completed the primary stage are not able to continue with secondary education for want of a middle school in the village. The Government is planning to start at least one middle school for girls at every taluk headquarters. Twenty such schools have already been opened.

As an inducement to girls at the primary stage, some provision has been made for midday meals, free supply of books and stationery, award of attendance scholarships, and for free clothing to poor girls.

With the same object in view, 250 school mothers have also been appointed. To help women teachers take up residence in the rural areas, the construction of 291 residential quarters was taken in hand in 1959-60. Twenty quarters have already been completed. Stipends at Rs. 20 per month have been instituted in the last two classes of high and higher secondary schools for girls who are willing to become teachers after school. This scheme is expected to cover 3,000 girls in 1960-61. Six special training schools for adult women have also been started. These institutions provide for a composite course of three years' duration consisting of general education and teacher training of the elementary grade. The schools are intended for those adult women who, having missed adequate schooling in the early years of their life, now desire to rehabilitate themselves as teachers. The trainees are given stipends during the period of training.

There is a sprinkling of girls in the technical schools and professional institutions—medicine and teaching being the most popular professions. There are a few craft training centres for adult women as well as a domestic science college for girls in Hyderabad.

There are quite a number of women officers in the Directorate—five inspectresses, two district educational officers, one special inspector, five principals and several deputy inspectors and headmistresses.

The problems that remain to be solved with regard to women's education are too numerous and difficult to warrant complacency. Much remains to be done in the countryside to create a strong urge for the education of girls. It is to this task that the departments of education, social welfare and community development will require to address their co-ordinated and untiring efforts.

11. TEACHING OF SCIENCE

As stated earlier, a pilot project for improving the teaching of science in primary schools was started in 1957-58. It has two units—one at Kurnool and the other at Hyderabad—and each unit serves about 100 schools in its area.

At secondary level, the special subject inspector in science, along with the other inspectors, visits the upgraded schools and gives guidance to teachers. Multipurpose schools have been given liberal grants to equip their laboratories. The departments of extension services attached to four of the training colleges in the State conduct seminars and courses for science teachers from time to time. It is unfortunate that, barring the few multipurpose schools, the thousand and odd ordinary high schools in the State have no science equipment worth the name. This poses a huge financial problem and not a little will depend on the readiness of local bodies to bear at least part of the cost of equipping these schools.

12. SCHOLARSHIPS

The State follows a generous policy of scholarships and freeships at all stages and for all types of education. Every year, an expenditure of about Rs. 5 lakhs is incurred for the purpose. Education up to class VIII is free in the whole State. Some special scholarships are also provided in the two public schools of the State—the Hyderabad Public School and the Rishi Valley School. The policy of the Department is to increase the number of scholarships, particularly for the Scheduled castes and the Backward classes, so that these communities that have suffered social and economic neglect in the past can improve their lot by having normal access to facilities for higher education.

13. PHYSICAL EDUCATION

Physical education in Andhra is supervised by a Chief Inspector of Physical Education assisted by three regional inspectors. The Inspector of Physical Education in Telangana is assisted by the regional inspector. There is an Inspectress for Physical Education for the whole State and she is assisted by two regional inspectresses. There is also an Inspector of Games to look after games, sports and other youth welfare activities.

Formerly, teachers of physical education were being trained at the Y.M.C.A. College, Saidapet, Madras. In Hyderabad, the Academy of Physical Education run by Shree Hanuman Vyayamasala conducted this training till

1957. Now there is a government college of physical education at Hyderabad and a private college at Vijayawada.

Physical education forms an integral part of the school curriculum, two periods a week being allotted for the purpose. Most secondary schools have trained physical education teachers. The position of physical education equipment in schools is also fairly satisfactory, although the same cannot be said about the provision of playground facilities. Every college has a Director of Physical Education on its staff.

In sports, several athletic meets and tournaments are arranged for boys and girls of different ages. For Hyderabad and Secunderabad, there is an athletic association of which the Director of Public Instruction is the ex-officio president. In the Andhra area, district and regional tournaments are conducted under the supervision of the inspecting officers. This scheme is now to be extended to the Telangana area.

14. N.C.C. AND A.C.C.

The N.C.C./A.C.C. and N.C.C. Rifles cover over 80 per cent of the secondary and higher educational institutions in the State. The present authorised strength is shown below.

		Boys	Girls
N. C. C. Senior Division (Colleges)	Officers	179	23
	Cadets	9,696	1,035
N. C. C. Rifles	Officers	58	2
	Cadets	11,600	400
N. C. C. Junior Division	Officers	148	66
	Cadets	6,660	2,970

In addition, the Auxiliary Cadet Corps has 2,333 teachers and a strength of 1,19,980 cadets—both boys and girls.

There is an officers' training unit for college students. Glider training is imparted to the senior division cadets of the Air Wing. Selected girl cadets are given training in aero-modelling. Some cadets are also given training in the Himalayan Mountaineering Institute, Darjeeling.

15. SCOUTING

The Bharat Scouts and Guides, Hyderabad, control the scouting activities in the State. There are 39 Scout and Guide districts in the State, with the district educational officers as ex-officio district commissioners. In 1959-60, the enrolment of scouts was 52,948 and that of guides 11,197. The scouts of Andhra Pradesh have made themselves popular by active help and service during floods and pilgrimages. Scout rallies and jamborees are held from time to time and training programmes at different levels are conducted throughout the year.

16. MEDICAL INSPECTION

Secondary schools are permitted to levy a special fee for medical inspection but very few schools seem to be making use of this provision. The doctor who conducts medical examination is paid 75 nP. for the first inspection and 37 nP. for each subsequent examination. There are school health clinics in the district headquarters, staffed by health officers and health visitors. Besides giving medical aid to school children, these clinics disseminate useful knowledge about sanitation and personal and community health. The system of school health clinics, which was in vogue in Telangana for years has now been extended to the Andhra area.

17. EDUCATION OF SCHEDULED CASTES, SCHEDULED TRIBES AND OTHER BACKWARD CLASSES

The Social Welfare Department is in charge of the scholarships and other ameliorative measures for the benefit of Scheduled castes and other Backward classes. The students from these classes are exempt from paying fees at all stages of education. An amount of Rs. 20 lakhs on Scheduled castes and Rs. 1 lakh on Scheduled tribes is being spent annually in giving aid to about 10,000 Scheduled caste and 500 Scheduled tribe students. All eligible students from these communities are given scholarships. Midday meals are also provided to the Scheduled caste and Backward class pupils in the Andhra region.

The students from the other Backward classes are eligible for a half-fee concession and for grant of scholarships at all

stages. Scholarships are awarded on a selective basis—an amount of Rs. 15,00,000 is spent on about 750 children every year.

As a special incentive to pupils belonging to the Scheduled castes, Scheduled tribes, ex-criminal tribes and other Backward classes, board and lodging facilities are offered to them in private subsidised hostels. The value of the government subsidy is Rs. 15 per month per boarder for ten months. There are 381 subsidised hostels in Andhra and 64 in Telangana. The Government has provided Rs. 15,35,800 towards boarding grants every year in the normal budget. The provision in the Plan for this purpose is in addition. Government also manages 54 hostels in Andhra and 28 in the Telangana at a cost of Rs. 11,25,000 every year. Three hostels meant exclusively for tribals were opened during the second Plan.

In the agency area of Andhra region (East Godavari, West Godavari, Srikakulam and Visakhapatnam districts) there is an Agency Educational Officer to look after the education of tribals. The tribal children are given free books and clothing. The administration runs six midday meal centres. A grant of Rs. 50,000 was sanctioned to the Cultural Research Institute, Andhra University, for doing research into tribal dialects and way of life. The expansion of education in the tribal areas, particularly in the Andhra area, has, all things considered, been remarkable.

18. PRE-PRIMARY EDUCATION

At present, there are 38 pre-primary schools (10 government, 7 district and municipal board, 18 aided and 3 entirely private) with a total enrolment of 1,980 pupils as against 17 schools with an enrolment of 1,283 pupils in 1956-57. Nursery schools are generally run as separate institutions although, in some places, they are also attached to primary schools. Till 1953-54, only private agencies maintained pre-primary schools and these schools were all urban as there was no private initiative to start such schools in rural areas. In the existing circumstances, no large-scale expansion of pre-primary education is envisaged in the near future.

There are two pre-basic training schools, one attached to the Post-Graduate Basic Training College, Pentapadu, and the other to the Government Training College, Hyderabad. There is also a proposal to start a Montessori training centre at Hyderabad from this year. Pre-basic trained teachers are allowed the scales of secondary grade or elementary grade teachers depending on whether they hold the senior or the junior pre-basic certificates.

19. EDUCATION OF THE HANDICAPPED

There are five schools for the education of the handicapped children in the State. The Government School for the Blind and Deaf at Hyderabad trains pupils in crafts like tailoring, needle work, book-binding or cane-weaving and in music. The Government School for the Blind at Cuddapah provides for music and for weaving of tape and mats. The Government School for the Deaf and Dumb at Kakinada provides for training in woodwork, printing and tailoring. The two remaining schools are private—the Lutheran School for the Blind at Rentachintala and the School for the Blind at Guntur. The first four of these schools are residential.

In addition to crafts, all these schools provide general education. The school at Hyderabad prepares students for the High School Certificate; the Guntur School has primary classes only; the remaining three schools provide instruction up to standard VIII.

The aided schools get grant-in-aid as the other aided institutions (i.e. 2/3 of the net cost and half of dearness allowance). A few day-scholars also attend these schools. The Department gives the students boarding grants and allowances for clothing, conveyance and books.

A one-year training course was conducted in 1958-59 and 1959-60 for the training of teachers in these schools. Training courses are conducted according to the needs of the State from time to time.

The average cost of educating a blind student is about Rs. 500 per annum. The paucity of human and financial resources has made the task of educating all the handicapped practically impossible. The possibilities of teaching blind

children in normal schools with the help of specially trained teachers may have to be explored in the future.

20. DEVELOPMENT OF HINDI

Hindi is taught as a compulsory subject from class IV in the Telangana area and from class VI in the Andhra area. It can also be studied as an optional subject in classes IV and V in the Andhra area.

In order to train teachers to teach Hindi in the secondary schools of the State, a special training course called 'Hindi Pandits Training Course' was started in 1956. This course is now conducted in two training colleges, one at Rajahmundry and the other at Hyderabad. In addition, there are two recognised diploma courses—*Pracharak* and *Sikshak*—conducted by the Dakshina Bharat Hindi Prachar Sabha, Madras, and the Hindi Prachar Sabha, Hyderabad respectively.

Periodical seminars and workshops are conducted to improve the standard of Hindi in secondary schools. Elocution contests are also held every year for high school and college students. The officers of the Education Department (non-gazetted) are required to pass a Hindi test of the S.S.L.C. standard before completing their probation. Hindi Language and Literature is offered as an optional subject for some competitive examinations conducted by the State Public Service Commission.

Free evening classes in Hindi are also conducted for the benefit of those interested in the study of the language and there are nearly 70 such centres in the State. In addition, there are ten to twelve wholtime *Vidyalyayas* where students are prepared for higher examinations in Hindi.

On a scheme sponsored by the Ministry of Home Affairs, Government of India, facilities are provided for Central government employees to learn Hindi. Three centres at Hyderabad, Kurnool and Visakhapatnam have so far been started for this purpose. No special arrangements have been made for the training of State government employees in Hindi. But many of them do attend the free evening classes voluntarily.

21. PROPAGATION OF SANSKRIT

In 1947, there were 13 advanced Sanskrit schools (three for women) training pupils for the Government Sanskrit Entrance Examination and nine Sanskrit colleges (two for women) sending pupils up for various Oriental Titles in Sanskrit and Telugu. All advanced Sanskrit schools were later converted into Sanskrit secondary schools. This has proved to be a step in the right direction and has given a fillip to the spread of the language. There are today 32 (four for women) Sanskrit secondary schools with 4,268 pupils and 269 teachers and a sum of Rs. 3,02,666 was spent on them. There are 17 Sanskrit colleges (two for women) with 540 pupils and 118 teachers and a sum of Rs. 2,61,382 was spent on them. There is also a private college which does not receive any aid from the Government. In addition, there are 12 Sanskrit elementary schools with 632 pupils and 28 teachers and a sum of Rs. 27,647 was spent on them (1960).

A Council of Sanskrit Education was formed in the Telangana area in 1956. It started with six Sanskrit *Pathasalas* and now has 25 recognised *Pathasalas* with 806 pupils and 78 teachers. An expenditure of about Rs. 1,12,000 was incurred on them. The Sanskrit College at Hyderabad, acclaimed as one of the finest in India, is managed by the Council.

22. AUDIO-VISUAL EDUCATION

Audio-visual education was first introduced in the composite Madras State in 1948. Under the scheme, schools were authorised to levy special fees for audio-visual education and to utilise the proceeds for the purchase and maintenance of audio-visual equipment. Equipment is also supplied to schools by the Government on a full or half grant basis. The scheme has since been extended to the Telangana area.

The State Audio-Visual Education Committee advises the Government on matters relating to audio-visual education. There is a special officer to implement the programmes of audio-visual education. A film library and a permanent training centre have been established in the Office of the Director of Public Instruction (1959-60). Further,

teachers are deputed regularly for short-term courses in audio-visual education conducted by the National Institute of Audio-Visual Education, New Delhi. Radio clubs and listening leagues are formed in schools and regular periods are allotted for the purpose. All India Radio, Hyderabad, conducted a special training course for teachers in 1958.

23. EMPLOYMENT

There are 19 employment exchanges in the State and a Directorate of National Employment Service at Hyderabad with two units, viz., an Occupational Information Unit and the State Employment Market Information Unit. The Employment Market Information Unit collects information on the level of employment and employment opportunities from all establishments in the public sector throughout the State. Information from certain establishments in the private sector in Hyderabad and Secunderabad is also collected as a matter of course. The State Occupational Information Unit has compiled a handbook on training facilities offered by the universities, Central and State Governments and private institutions. The Youth Employment Service and Employment Counselling Section attached to the Regional Employment Exchange, Hyderabad, offer vocational guidance to young persons.

There is a close liaison between the Education Department and the employment exchanges. The State Bureau of Educational and Vocational Guidance, that is directly under the control of the Director of Public Instruction, maintains close contact with the vocational guidance units attached to employment exchanges in the State.

24. ADMINISTRATION

The Director of Public Instruction is Head of the Department of Education. He is also Commissioner for Government Examinations and Director of Public Libraries. On the administrative side, the Director is assisted by Deputy Directors, Deputy Commissioners and Assistant Directors. For inspection, he is helped by a number of officers ranging from Deputy Directors at the regional level to deputy inspectors at the *Samiti* level. He also has a number of special officers and inspectors to assist him.

The District Educational Officer may be said to be the corner-stone of educational administration. There are 30 district educational officers, one in each educational district. The revenue districts total 20 only, but some have been cut up into two or even three educational districts. There are in addition, inspectresses to supervise girls' schools, and an Agency Educational Officer for the Agency areas.

Even with the expanded strength of the inspectorate in recent years, district educational officers have found it hard to do justice to their manifold responsibilities that range all the way from the supervision of developmental work at the village level to the inspection of secondary and multipurpose schools designed to improve efficiency of teaching techniques. With the increasing development programmes that the district officers have to direct and implement, they have little time to give to academic work in the thousand and odd secondary schools of the State. The recent creation of the posts of special inspectors assumes in this connection a special significance. It is hoped that the district officers and the special inspectors, between them, will be better able to attend to the academic needs of the schools and that the new accession to the strength of the inspecting staff will go a long way to improve standards of inspection. In order to make him mobile, each district officer has been given a jeep. Steps have also been taken to improve the salary scales of the inspecting officers.

It has been the policy of the Department to provide for some measure of interchange between the inspecting and the teaching staff. This is why the posts of deputy inspectors and schools assistants are borne on a common cadre. At district level, there is a combined cadre of district educational officers, lecturers in training colleges and headmasters of secondary and training schools.

Under the pressure of ever increasing programmes, antiquated rules and procedures governing financial and day-to-day administrative matters are being gradually simplified and brought up to date. Under the Panchayat Samitis and Zilla Parishads Act, certain powers and functions have been assigned to *Panchayat Samitis* and *Zilla Parishads* on educational

matters also. The smallest units of local administration have thus been made responsible for implementing schemes which were hitherto the exclusive concern of the Department.

25. FINANCE

Public contribution to educational programmes has also been encouraging. Such contributions range from donations of land, buildings and equipment by philanthropic people to voluntary labour by the village community for the construction of school buildings. Wherever public contribution in cash or labour is available, the Department contributes its share according to the prevailing grant-in-aid rules.

The State has been spending a large part of its total revenues on education. In 1957-58, the total educational expenditure from State funds was Rs. 11.3 crores and it increased to Rs. 15.4 crores in 1960-61.

26. SUMMING UP AND OUTLOOK IN THE THIRD PLAN

The foregoing account makes it clear that Andhra has made rapid progress in education in the post-independence era and that it has been able to keep up with developmental activities launched in the rest of the country in the first and second Plans. The present tempo of educational activity will continue in the third Plan. Following are some of the more important programmes to be developed during the third Plan.

- (a) Introducing free, universal and compulsory education in the age group 6-11 and increasing educational facilities for children in the age group 11-14 and 14-17. This will involve the enrolment of 12.04 lakhs of additional children in elementary schools. Special efforts are proposed to be made to increase the enrolment of girls. It is estimated that enrolment in the age group 11-14 will be 21.0 per cent of the total population; in the age group 14-17, the corresponding percentage of enrolment would be 10.
- (b) Developing educational facilities in the Telangana area with a view to bringing them on par with the standard of provision in the Andhra area. This will

be done partly by training the existing large number of untrained teachers and partly by opening new schools.

- (c) Converting about 50 per cent of the secondary schools into higher secondary schools and increasing the number of diversified courses.
- (d) Devising measures for improving the quality of teaching in all secondary schools. This will include improvement of scales of pay for teachers of up-graded schools, strengthening of the inspectorate and providing vocational guidance.
- (e) Completing the introduction of the three-year degree course and tackling the problem of increasing numbers in colleges and universities. (It is proposed to increase facilities in affiliated colleges and also to start a new university).
- (f) Introducing a generous and widespread scheme of scholarships at the secondary and collegiate levels so that no really talented and promising pupil is denied the opportunity of education.
- (g) Linking education at all stages with training and employment opportunities.
- (h) Developing certain types of continuation courses and establishing a network of libraries for adolescents and adults.
- (i) Improving economic and social conditions as well as the professional efficiency of teachers at all levels.

Schools for General Education—									
Higher Secondary Schools	.	.	.	.	.
High Schools	.	.	.	.	.	{ 726	81	77	14
Middle Schools	.	.	.	.	.			915	99
Basic	.	.	.	.	.	44	..	277	2
Non-Basic	.	.	.	.	.	237	57	467	81
Primary Schools	.	.	.	.	.
Basic	.	.	.	.	.	685	..	2,113	4
Non-Basic	.	.	.	.	.	27,853	508	29,012	436
Pre-primary Schools	.	.	.	.	.	20	11	38	20
Schools for Vocational and Technical Education—									
Agriculture and Forestry	.	.	.	.	.	2	..	..	..
Arts and Crafts	.	.	.	.	.	8	4	..	..
Commerce	.	.	.	.	.	111	..	157	..
Engineering	.	.	.	.	.	4	..	11	..
Medicine	.	.	.	.	.	..	..	..	..
Teachers' Training—									
Basic	.	.	.	.	.	37	4	47	9
Non-Basic	.	.	.	.	.	56	25	59	27
Technology and Industrial	.	.	.	.	.	22	..	32	5
Others	.	.	.	.	.	4	..	5	..
Schools for Special Education—									
For the Handicapped	.	.	.	.	.	{ 3,892	43	8	..
Social (Adult) Education	.	.	.	.	.			1,869	5
Others	.	.	.	.	.			90	13
Total	.	.	.	.	.	33,790	742	35,287	724

N. A.=Not available.

EDUCATIONAL STATISTICS OF ANDHRA PRADESH
I—Number of Institutions

Item	1955-56		1958-59	
	Total		Total	
		For Girls		For Girls
1	2	3	4	5
Universities	3	..	3	..
Boards of Education	2	..	1	..
Research Institutions . . . . .	..	..	..	..
Colleges for General Education—				
Degree Standard	47	5	54	6
Intermediate Standard			3	..
Colleges for Professional and Technical Education—				
Agriculture and Forestry	2	..	2	..
Commerce	1	..	2	..
Engineering and Technology	3	..	4	..
Law	1	..	1	..
Medicine	5	..	7	..
Teachers' Training—				
Basic	1	..	1	..
Non-Basic	7	2	6	1
Veterinary Science	N.A.	N.A.	2	..
Others	2	..	1	..
Colleges for Special Education	15	2	23	2

II—Number of Students

REVIEW OF EDUCATION IN INDIA: 1947-61

Item	1955-56		1958-59	
	Total	Girls	Total	Girls
I	2	3	4	5
A. By Type of Institution—				
Universities	2,106	129	2,999	212
Research Institutions . . . . .	..	..	..	..
Arts and Science Colleges	41,549	3,538	37,227	4,465
Professional and Technical Colleges	5,866	529	9,117	864
Special Education Colleges	684	191	940	145
Higher Secondary Schools	{ 3,71,809	66,659	66,679	14,697
High Schools ,			3,83,618	80,107
Middle Schools—				
Basic	9,515	3,149	66,107	16,812
Non-Basic :	79,801	19,954	1,02,513	28,465
Primary Schools—				
Basic	61,798	22,031	2,19,338	77,295
Non-Basic :	23,28,445	8,26,410	23,33,728	8,82,078
Pre-primary Schools	1,575	739	1,980	937
Schools for Vocational and Technical Education	22,988	3,304	27,132	3,409
Schools for Special Education	1,38,788	7,022	64,526	7,234

ANDHRA PRADESH

B. By Stages/Subjects:

General Education (University Standard)—

Research.	.	.	.	.	.	154	19	180	37
M. A. and M. Sc.	.	.	.	.	.	512	118	829	182
B. A. and B.Sc. (Pass and Hons.)	.	.	.	.	.	11,151	1,010	13,128	1,559
Intermediate (Arts and Science)	.	.	.	.	.	25,218	2,469	21,141	2,840

Professional Education (University Standard)—

Agriculture and Forestry	.	.	.	.	.	267	3	624	21
Commerce	.	.	.	.	.	5,980	25	3,676	15
Engineering and Technology	.	.	.	.	.	1,367	1	2,562	..
Law	.	.	.	.	.	1,566	26	1,827	31
Medicine	.	.	.	.	.	1,626	365	2,690	625

Teachers' Training—

Basic	.	.	.	.	.	70	3	65	10
Non-Basic	.	.	.	.	.	843	158	849	197

Veterinary Science	.	.	.	.	.	N.A.	N.A.	616	4
Other Subjects	.	.	.	.	.	346	..	98	6
Special Education (University Standard)	.	.	.	.	.	566	102	1,262	156

General Education (School Standard)—

High and Higher Secondary	.	.	.	.	.	1,81,451	21,755	1,75,717	26,443
Middle	.	.	.	.	.	3,08,807	61,152	3,34,898	71,070
Primary	.	.	.	.	.	23,59,394	8,54,669	26,59,076	10,00,831
Pre-primary	.	.	.	.	.	3,178	1,304	4,272	2,047

N. A. = Not available.

II—Number of Students—(contd.)

REVIEW OF EDUCATION IN INDIA: 1947-61

	1	2	3	4	5
Vocational Education (School Standard)—					
Agriculture	227	..	..	..
Arts and Crafts	551	199	74	74
Commerce	6,011	258	9,287	723
Engineering	2,532	..	4,405	..
Medicine	100	2	409	2
Teachers' Training—	.				
Basic	3,673	391	5,170	667
Non-Basic	7,770	2,442	3,570	1,545
Technology and Industrial	.	1,805	75	3,924	475
Other Subjects	784	..	1,103	..
Special Education (School Standard)—					
For the Handicapped				70
Social (Adult) Education	{ 1,38,975	7,119	358	4,527
Other Subjects	{		56,527	2,563
				7,567	
Total		30,64,924	9,53,665	33,15,904	11,16,720

III—Expenditure on Educational Institutions

Item	1955-56		1958-59	
	Total	On Institu- tions for Girls	Total	On Institu- tions for Girls
I	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
A. By Sources				
Government Funds—				
Central	64,83,810	1,49,326	1,11,02,307	3,73,060
State	8,55,71,454	67,59,388	11,87,07,598	73,90,653
District Board Funds	1,64,81,436	70,137	1,85,67,450	1,27,008
Municipal Board Funds	26,77,679	1,85,351	35,93,966	2,84,800
Fees	2,04,31,827	14,86,981	2,05,74,456	18,01,349
Other Sources	1,23,41,442	16,92,521	1,25,84,079	21,83,334
B. By Type of Institutions				
Direct Expenditure on—				
Universities	34,71,791	..	82,74,463	..
Boards	11,41,726	..	13,64,321	..
Research Institutions . . . . .	..	..	..	..
Arts and Science Colleges	97,96,542	6,68,727	1,11,41,884	9,57,173
Colleges for Professional and Technical Education	40,78,972	64,104	71,85,563	34,008
Colleges for Special Education	2,04,329	12,886	4,97,159	15,791
High and Higher Secondary Schools	2,74,79,813	35,99,351	3,62,46,044	48,92,541

III—Expenditure on Educational Institutions—(contd.)

REVIEW OF EDUCATION IN INDIA: 1947-61

1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Middle Schools—				
Basic	2,96,512	..	24,67,838	24,229
Non-Basic	53,28,278	11,29,476	58,98,710	12,85,566
Primary Schools—				
Basic	15,86,261	..	59,82,896	18,342
Non-Basic	5,66,05,202	20,02,818	6,21,86,252	17,63,146
Pre-primary Schools	1,06,608	33,690	1,04,111	58,582
Vocational and Technical Schools	39,16,378	3,31,628	58,90,750	3,53,235
Special Education Schools	15,09,143	2,42,073	15,73,418	1,77,391
<i>Total (Direct)</i>	11,55,21,555	80,84,753	14,88,13,409	95,80,004
Indirect Expenditure—				
Direction and Inspection	38,04,995	61,893	41,55,496	68,887
Buildings	1,22,79,206	11,66,901	1,90,96,562	15,55,280
Scholarships	75,95,696	7,94,007	79,55,558	6,88,465
Hostels	22,48,003	1,81,721	17,20,443	2,67,568
Other Miscellaneous Items	25,38,193	54,429	33,88,388	..
<i>Total (Indirect)</i>	2,84,66,093	22,58,951	3,63,16,447	25,80,200
Grand Total	14,39,87,648	1,03,43,704	18,51,29,856	1,21,60,204

IV—Number of Teachers

Item	1955-56		1958-59	
	Total	Women	Total	Women
I	2	3	4	5
Universities and Colleges . . .	N.A.	N.A.	3,971	428
High and Higher Secondary Schools . . .	19,561	3,050	20,522	3,236
Middle Schools . . .	78,066	13,503	7,085	1,464
Primary Schools . . .	59	53	75,658	13,529
Pre-primary Schools . . .	N.A.	N.A.	69	56
Vocational and Technical Schools . . .	N.A.	N.A.	1,639	175
Special Schools . . .	N.A.	N.A.	686	113
V—Examination Results				
Students Passing—				
M.A. and M.Sc. . . .	N.A.	N.A.	421	99
B.A. and B.Sc. (Pass and Hons.) . . .	N.A.	N.A.	5,620	649
Professional (Degree) . . .	N.A.	N.A.	3,198	249
Matriculation and Equivalent Examinations . . .	N.A.	N.A.	31,211	3,797

N. A. = Not available.

VI—Number of Institutions in Rural Areas

Item	1955-56		1958-59	
	Total	For Girls	Total	For Girls
I	2	3	4	5
Universities and Colleges . . . . .	..	..	5	..
High and Higher Secondary Schools . . . . .	..	..	384	48
Middle Schools	74	1	450	240
Primary and Pre-primary Schools	24,632	299	27,983	5
Vocational and Special Schools	3,118	1	1,703	257
Total	28,079	301	30,525	

VII—Number of Pupils from Rural Areas

	Total	Girls	Total	Girls
Universities and Colleges	20,480	932	17,400	1,421
High and Higher Secondary Schools	1,37,245	13,776	1,74,607	21,051
Middle Schools	29,269	4,290	85,449	16,539
Primary and Pre-primary Schools	17,82,337	5,79,840	19,57,569	7,07,033
Vocational and Special Schools	1,19,577	3,956	52,130	3,218
Total	20,88,908	6,02,794	22,87,155	7,49,262

VIII—Number of Students in Selected Classes

Number of Students in Classes—				
I—V	N.A.	N.A.	26,59,076	10,00,831
VI—VIII	N.A.	N.A.	3,34,898	71,070
IX—XI	N.A.	N.A.	1,75,717	26,304

N. A. = Not available.

IX—Some Selected Averages and Percentages

		ANDHRA PRADESH		
Item		1955-56	1958-59	
I		2	3	
Cost per capita on Education (in Rupees)		N.A.	5.4	
Cost per Pupil (in Rupees)—				
High/Higher Secondary Schools		73.9	80.5	
Middle Schools		63.0	49.6	
Primary Schools		24.3	26.7	
Number of Pupils per Teacher in—				
High/Higher Secondary Schools		24	22	
Middle Schools		31	34	
Primary Schools				
Percentage of Trained Teachers in—				
High/Higher Secondary Schools		76.1	78.3	
Middle Schools			61.6	
Primary Schools		78.9	81.8	

N. A.=Not available.